

ACHIEVE: LIFE SKILLS

LIFE SKILLS CURRICULUM

SAMPLES



education: associates
Job Ready. Life Ready.®

EXCERPTS PROVIDED:

Instructor Notes with Scope and Sequence

Student Competencies

3rd - 4th GRADE READING LEVEL MATERIALS

- 1. First Look at Interviewing Pre-Post Test**
- 2. First Look at Interviewing Instructional Powerpoint**
- 3. Academic Worksheet: Math**

6th - 8th GRADE READING LEVEL MATERIALS

- 1. Interviewing for a Job Pre-Post Test**
- 2. Interviewing for a Job Instructional Powerpoint**
- 3. Interview Preparation Worksheet**
- 4. Assessment Checklist**

"INTERVIEWING FOR A JOB"

INSTRUCTOR'S NOTES

Overview:

The "Interviewing for a Job" package is one in a series of packages designed to instruct students in learning key job search/employability skills, job survival and life skills needed to successfully secure and obtain employment and support independent living in the community. Each package is a stand-alone instructional unit on that topic area that can be used as a resource in a teacher-led or self-paced program setting.

This instructional package accommodates different learning styles and retention strategies with PowerPoints with audio and worksheets.

Implementation:

The package provides over 10 hours of instruction on this content area in each of two levels. The package is competency-based—the knowledge, skills and behaviors that must be demonstrated for successful completion are provided. Please see the Scope and Sequence Chart for the process of using the different materials, along with the lessons and time frames.

The package may be used in a variety of instructional areas including career/technical education, special education, school-to-work transition, life skills, family and consumer science, employability/job readiness skills, work maturity, business education, and dropout prevention. Additional settings include Welfare to Work, juvenile justice correctional centers, adult basic education, family literacy, alternative education, out-of-school youth, and youth service centers.

Each package reinforces basic English, writing and math skills. Students are required to express themselves in complete sentences, to use correct grammar and punctuation, to spell correctly and to organize thoughts in an acceptable manner.

Differentiated Instruction:

The instructional materials are provided at different reading levels and support differentiated instruction for a class of varying levels of learners:

1. 3rd-4th grade reading level materials for students with special needs or students at-risk (found in Section 2), and
2. 6th-8th grade reading level materials for students with special needs, students at-risk and the general population (found in Section 3).

Scope and Sequence Chart

The Scope and Sequence Chart below provides the process of activities for the lessons/materials in this package. Students with special needs will benefit from repetition and extra time to process new concepts. They also learn best when information is presented in a range of modalities. The following recommendation is made with an eye to pacing for an inclusive class.

- **First Column - Lesson Plan.** This column represents the plan of instruction using the materials in this package.
- **Second Column - Time Frames.** This column shows the time frame based on approximately 50 minutes per day.
- **Third Column - 3rd-4th Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 3rd-4th grade reading level.
- **Fourth Column - 6th-8th Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 6th-8th grade reading level.

SCOPE AND SEQUENCE CHART

LESSON PLAN	TIME FRAMES	3RD-4TH GRADE READING LEVEL ACTIVITIES	6TH-8TH GRADE READING LEVEL ACTIVITIES
Introduction & Pre-Test Assessment	Day 1	<ul style="list-style-type: none">• Distribute the Student Competency Requirements (Section 2)• Use the PowerPoint to administer the Interactive “First Look at Interviewing” Pre-Post Test (on thumb drive)• Score the Pre-Test (answers on Score Report Form in Section 2)	<ul style="list-style-type: none">• Distribute the Student Competency Requirements (Section 3)• Administer the “Interviewing for a Job” Pre-Post Test (Section 3)• Score the Pre-Test using the Answer Key (Section 3)
Instruction	Days 2-4	<ul style="list-style-type: none">• Use the PowerPoint “First Look at Interviewing” (on thumb drive)	<ul style="list-style-type: none">• Use the “Interviewing for a Job” PowerPoints (on thumb drive)

Student Competencies

Interviewing for a Job

This multimedia module instructs students on the topics of making a good impression, taking pre-employment tests, strategies for following-up after an interview and how to appear confident and positive during an interview. Students learn the basics needed to handle a variety of interview questions and situations.

Competencies include:

- Explain the Purpose of a Job Interview
- Describe How to Prepare for an Interview
- Discuss Ways to make a Good Impression During an Interview
- Discuss Appearance During an Interview
- Explain Appropriate Behavior During an Interview
- Describe Standard Interview Questions and Acceptable Answers
- List Types of Pre-Employment Tests
- List Ways to Follow-Up After an Interview



Social Skills

To be successful at work and play, you must have good social skills! This package prepares students to act appropriately in social situations and helps students learn how to improve on those skills. Instruction includes both verbal and non-verbal forms of communication.

Competencies include:

- Define "social skills"
- List four correct social skills
- List examples of inappropriate traits and discuss how to improve on them
- List ways to build social skills in easy steps
- List ways and places to practice good social skills
- Explain why social skills are important in life



Managing Your Money

You get a paycheck and then what? Students will learn to answer this question and more with this multimedia module on the topic of managing personal finances. The concepts covered in this module include understanding aspects of compensation, using a bank account and developing a personal budget.

Competencies include:

- Explain Gross vs. Net Pay
- Explain Salaried vs. Hourly Compensation
- Discuss Overtime Rates
- Describe Required and Optional Deductions
- Explain Why Budgeting is Necessary
- Describe Factors to Consider in Making a Budget
- Discuss Reasons to Open a Checking Account
- Explain Exercising Caution with Credit Cards
- Discuss Developing a Personal Budget



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**3RD-4TH GRADE READING
LEVEL MATERIALS**

Pre-Post Test

3rd – 4th Grade Reading Level

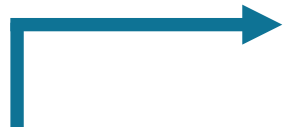


PRE-POST TEST



First Look at Interviewing for a Job

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QUESTION 8

You are interviewing online. You should...



have someone
join you



look directly at
the computer
camera



Terrific!

NEXT ➤

QUESTION 8 WAS...

You are interviewing online. You should..."

THE CORRECT ANSWER IS...

look directly at
the computer
camera

NEXT ➤

Instructional PowerPoint

3rd – 4th Grade Reading Level



GOLD

FIRST LOOK



Interviewing for a Job

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Get ready for your online interview:

- Make sure you are in a room with no distractions.
- Do not sit in front of a window. Make sure you have good lighting above and in front of you.



During the interview:

Be prepared!

The interviewer may ask you questions, like:

- *"Tell me about yourself."*
- *"Why do you want to work for us?"*
- *"What skills do you have?"*



Interviewing For a Job



Name: _____

Date: _____

MATH THINK IT OVER

Directions: Complete the math problems below. Show your work.

PROBLEM	SHOW YOUR WORK
<p>1 Gary went on his first job interview on October 4th. The boss called him on October 27th.</p> <p>How many days did he wait on the boss to call?</p>	
<p>2 Sally had three job interviews. She drove 7 miles to the first job interview. The second job interview was 11 miles from her house. The last job interview was 9 miles away.</p> <p>How many miles did she drive to job interviews?</p>	
<p>3 Marguerita was offered two jobs. JOB #1, she would work 35 hours per week and make \$9.00 per hour.</p> <p>JOB #2, she would work 40 hours per week and make \$8.00 per hour.</p> <p>Which job would she make the most money?</p>	

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**6TH-8TH GRADE READING
LEVEL MATERIALS**

Pre-Post Test

6th – 8th Grade Reading Level



Interviewing for a Job – PRE/POST TEST

Name: _____

Date: _____

Pre-Post Test

Directions: Read each item and circle the letter beside the correct answer.

- You have an interview at 10:00 am. It takes 15 minutes to get there. What time should you leave?
 - 9:00 am
 - 9:15 am
 - 9:30 am
 - 9:45 am
- Your car won't start and you find a friend who can take you to the interview. You will now be about 15 minutes late. What should you do?
 - Go ahead and pretend you were given the wrong time
 - Explain in person why you are late
 - Call and say you're sick and reschedule
 - Call the interviewer and explain
- How should you dress for a job interview?
 - In your "Sunday" best
 - In your grubbier clothes
 - In clean, business clothes
 - In the latest fashion
- What should you do as you first enter the interviewer's office?
 - Offer to shake hands
 - Remain standing and say nothing until the interviewer does
 - Introduce yourself and offer to shake hands
 - Sit down quietly
- The interviewer will make his or her first impression of you based on:
 - How you dress
 - How you act
 - How you speak
 - How you look
- John wants to show that he's really interested in the job for which he's interviewing. He should:
 - Act nervous
 - Act "cool"
 - Use good posture and sit up in his chair
 - Interrupt the interviewer to ask questions
- Jason is interviewing with a car insurance company. The interviewer asks Jason why he wants to work for her company. What should Jason say?
 - "I'd like to make more money"
 - "It's close to my home"
 - "I like the fringe benefits"
 - "This company has an excellent reputation"
- Sarah's supervisor is always picking on her and criticizing her work. She thinks she is a better employee than most and has started to look for another job. During an interview she is asked why she wants to leave her job. What should Sarah say?
 - "I'm having difficulty with my supervisor"
 - "I want opportunities for advancement"
 - "I don't feel I am being treated fairly"
 - "I deserve better pay"

Interviewing for a Job – PRE/POST TEST

Name: _____

Date: _____

Directions: Read each item and circle the letter beside the correct answer.

- You have an interview at 10:00 am. It takes 15 minutes to get there. What time should you leave?
 - 9:00 am
 - 9:15 am
 - 9:30 am
 - 9:45 am
- Your car won't start and you find a friend who can take you to the interview. You will now be about 15 minutes late. What should you do?
 - Go ahead and pretend you were given the wrong time
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- Jason is interviewing with a car insurance company. The interviewer asks Jason why he wants to work for her company. What should Jason say?
 - "I'd like to make more money"
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 - "I like the fringe benefits"
 - "This company has an excellent reputation"
- Sarah's supervisor is always picking on her and criticizing her work. She thinks she is a better employee than most and has started to look for another job. During an interview she is asked why she wants to leave her job. What should Sarah say?
 - "I'm having difficulty with my supervisor"
 - "I want opportunities for advancement"
 - "I don't feel I am being treated fairly"
 - "I deserve better pay"
- Virginia's interview has gone smoothly; however, no mention has been made about the salary or work hours. She is asked if she has any questions. What should she say?
 - Nothing
 - "You forgot to tell me what the salary is"

Answer Key
Included

Instructional PowerPoints

6th – 8th Grade Reading Level



PLATINUM

Interviewing for a Job



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Outstanding!

NEXT ➤

QUESTION 17

Virginia's interview went smoothly. However, no mention was made about the salary or work hours. She is asked if she has any questions. What should she say?

- 1 Nothing
- 2 "You forgot to tell me what the salary is."
- 3 "Is there anything more you can tell me?"
- 4 "I would like to know some more details such as the pay and work hours."

INTERVIEW QUESTIONS

It's fine to ask questions during an interview. You should learn about specific details of the job: the salary, the work hours, the duties, the fringe benefits, and the chances for advancement.

If the interviewer doesn't talk about all these details, you can ask about them before you leave the interview. It is okay for you to ask questions at an interview too!



QUESTION 17 WAS...

Virginia's interview went smoothly. However, no mention was made about the salary or work hours. She is asked if she has any questions. What should she say?

THE CORRECT ANSWER WAS...

4.

"I would like to know some more details such as the pay and work hours."

NEXT ➤

Interviewing For a Job



Name: _____

Date: _____

INTERVIEW PREPARATION WORKSHEET

This checklist will help prepare you to make a good first impression at your job interview.

- ☐ I look rested and alert
- ☐ I bathed
- ☐ I brushed my teeth
- ☐ I have clean nails and hands
- ☐ I have clean, neat hair
- ☐ I am wearing clean clothes that are neat and pressed
- ☐ For men, facial hair is shaved or neatly trimmed
- ☐ For women, perfume or makeup is tastefully applied
- ☐ My accessories are minimal and in good taste
- ☐ I am dressed in clothes appropriate for an interview
- ☐ I have my resume to take with me to the interview
- ☐ I am prepared to get to the interview 10 minutes early
- ☐ I know something about the company and am ready to ask questions
- ☐ I have a pen and pad to take with me to the interview
- ☐ I am ready to talk about myself and make a good first impression.

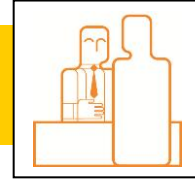
Practice answering some commonly-asked interview questions.

1. Tell me about your current job responsibilities. _____

2. Tell me about yourself. _____

3. What type of job are you looking for? _____

Interviewing For a Job



Name: _____ Date: _____

COMPETENCIES HANDOUT

1. What are the purposes of a job interview?

2. List five ways to prepare for an interview:

1. _____
2. _____
3. _____
4. _____
5. _____

3. How can you make a good impression with your appearance during the job interview? List eight ways.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4. List three ways you can create a good impression when you arrive at the job interview.

1. _____
2. _____
3. _____